

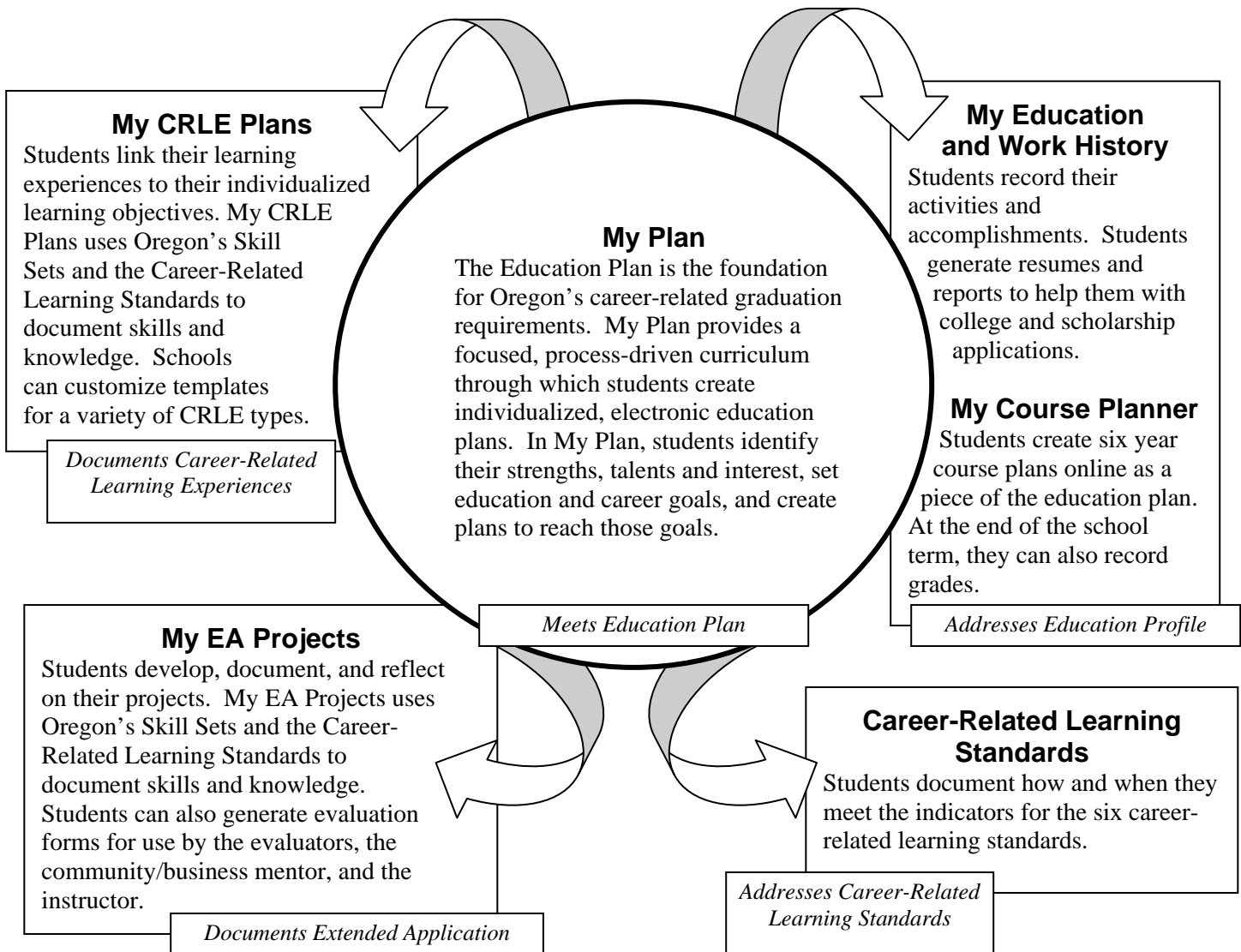


OREGON CIS AND OREGON'S CAREER-RELATED DIPLOMA REQUIREMENTS

<http://oregoncis.uoregon.edu>

541.346.3872 or 800.495.1266 (in Oregon)

Oregon CIS helps students and educators address Oregon's career-related graduation requirements. Created specifically for Oregon schools, CIS tools assist students in building meaningful, personal education plans and profiles and in documenting career-related learning standards, career-related learning experiences, and extended applications.



Administration Tools

Administration Tools provide access to student portfolios. Schools can also group student portfolios by graduation year, class, program, or teacher, and generate reports for tracking portfolio activities.

MY PLAN: THE CENTERPIECE OF CAREER-RELATED REQUIREMENTS

My Plan meets the state's education plan and portions of the education profile diploma requirements. My Plan introduces and guides students through the process of goal setting and planning for education and career aspirations. Students connect their high school coursework to careers; engage in career exploration; identify personal, career-related preferences; and create individualized education plans. Students also gain technology skills.

There are three levels to My Plan: **Getting Started**, **Looking Deeper**, and **Next Steps**. Although there are recommended grades for each level, schools can tailor My Plan activities to fit with their curriculum. During each level, the framework of My Plan takes students through steps in the decision-making process:

- **Self-Knowledge:** answers the question “**Who am I?**”
- **Research & Goals:** answers the question “**Where am I going?**”
- **Education Plans:** answers the question “**How will I get there?**”
- **Career-Related Learning & Work:** answers the question “**What are my next steps?**”
- **Actions & Reflections:** answers the question “**Where am I now?**”

Getting Started: 7th and 8th or 9th

Student creates initial education plan by learning about self, education options, and the world of work. Student will:

- Identify occupations of interest through an interest inventory
- Research preparation needed for career interests using regional and national information
- Connect career aspirations with high school course selection and postsecondary training.
- Create a high school course plan to meet school requirements and personal goals
- Create a resume
- Identify allies in community and school
- Create an action plan

Looking Deeper: 9th and 10th or 11th

Student revises education plan based upon further research and experience. Student will:

- Identify transferable skills
- Learn information seeking skills through summarizing, synthesizing, and evaluating information
- Conduct an Undergraduate School Sort to identify schools that match personal criteria and education goals
- Compare schools: cost, average financial aid awards, admissions criteria and programs of study.
- Prepare for and experience a CRLE (includes Career-Related Learning Standards)
- Evaluate progress and revise action plan for education and career goals

Next Steps: 11th and 12th or 12th

Student revises education plan in preparation for high school-to-postsecondary transition using career and education aspirations as guide. Student will:

- Identify work values
- Engage in goal-planning strategy
- Learn about financial aid
- Create a budget for postsecondary training
- Conduct a Financial Aid Sort to find local, regional, and national awards
- Apply to postsecondary schools
- Apply for financial aid awards
- Review the job search process
- Identify appropriate workplace behavior
- Create a transition checklist